





Eat Smart Be Smart


Be An
**Ad-
Buster!**

 **Grade Level:** Fourth **Lesson Time:** 30 Minutes

 **Integrated Core Subjects:** Reading and Health Enhancement

 **Montana Content Standard:** Reading 1: Students construct meaning as they comprehend, interpret, and respond to what they read. Media Literacy 1 and 3: Students recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning; students apply knowledge, skills and strategies to design & create media messages.

 **Montana Content Standard:** Health Enhancement #5: Demonstrate the ability to use critical thinking & decision making to enhance health.

 **Objectives:** Students will recognize how advertising may affect their food choices and evaluate food advertisements and ways advertisers try to persuade kids to buy products. In Extending the Lesson: determine if the food is nutritious by reading the food label and recognize the variety of names for sugar listed on a label.

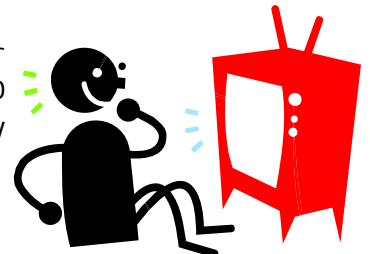
Lesson/Activity

1. This lesson will help students learn how advertising affects their food and drink choices. Start the discussion by pointing out that young children are marketed by advertising companies. For example, children (ages 8-12) see 21 food advertisements per day or 7,600 unhealthy food advertisements per year. Optional: show students the short video/DVD clip on media and advertisements from the Web sites listed in the materials needed section.
2. Ask students if they know what is a slogan. A slogan is a phrase, motto, tag line, or catchword that is associated with a certain brand or product. For example, McDonalds' slogan is "I'm loving it." This is a way to help market McDonalds to students and entice them to go to the restaurant. Show a few advertisements with slogans to students, then ask them to share examples of their favorite slogans for foods or beverages. Using the Power of Advertising handout, point out the various tools that advertisers use. Ask the students which way appeals to them the most; song, cartoon character, movie or sports star, sensory appeal or dollar power.
3. Ask the students to tell you what kinds of foods are often advertised to them during Saturday morning cartoons or during after-school programs. Are the advertisements for healthy foods? Point out that the foods most often advertised are high fat/sugar snacks like candy, chips, pizza, soft drinks, sports/energy drinks, or high sugar cereals. Have they seen any healthy foods advertised such as milk, fruits, vegetables or whole grain products? Encourage the students to read the Nutrition Facts Label. It tells what nutrients are in the food. The Ingredient List also lists the foods in the product from highest to lowest concentrations which can also help us evaluate if a food is healthy.
4. Ask the students to predict how much money companies spend per year advertising unhealthy food and drink choices to children. Answer: about \$10 billion. Ask the students why they think companies would spend this much money on advertising. Answer: to influence kids to buy their product.

Materials Needed

- A copy of The Power of Advertising work sheet for each group of students (2-3 students per group).
- Examples of food advertisements from magazines or video clips.
- For resources on media literacy, check out: Media Literacy Resources: http://www.media-awareness.ca/english/teachers/lesson_search_results.cfm; or New Mexico Literacy: - http://www.nmmlp.org/store/free_downloads.html




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5. Divide the children into groups of 2-3 and distribute the Power of Advertising work sheet to each group. Assign a food group to each group of students. Ask them to select a healthy food from their food group and come up with a slogan for this food. Provide 15-20 minutes for the students to work in groups to create a slogan for a specific food item using the top portion of The Power of Advertising work sheet. Encourage them to use the ideas you discussed in your lesson at the bottom of their work sheet and computer graphics to help create the advertisement. At another class period, the next day, or one group per day for the remainder of the week, have each group share their work with the class.
6. Conclude the lesson by reminding the students to be smart media consumers and understand the way advertisers influence them to buy products. Ask students what they can do to prevent themselves from believing some of the advertisements on the television or Internet. Answers could be to limit TV/computer use so they don't see as many advertisements, or to evaluate the advertisement and the food labels before they ask their parents to buy it. You may want to draw their attention to the fact that the body types portrayed are not realistic, and images are often thinner/smaller and are enhanced through air brushing and digital imagery. This concept is also covered in a fifth grade Eat Smart Be Smart lesson. Remind them that advertisements are meant to get them to buy the item but aren't necessarily meant to give them what their body really needs to grow strong and healthy. Challenge the students to be smart media viewers.

Outcome Goals

-  Students will be able to evaluate advertising techniques and product claims.
-  Students will know that sugar has many different names (in Extending the Lesson only) .
-  Students will understand how and why they need to read labels (in Extending the Lesson only).

Extending the Lesson: Bring in a few cereal boxes or ask students to bring in their favorite cereal box labels.

-  This lesson teaches students to look and to read food advertisements and Nutrition Facts Labels and to review the importance of reading food labels and recognizing the many names for sugar. Distribute the Be An Ad-Buster work sheet to each student and review the directions. Point out that the product's ingredients are always listed from highest to lowest concentration (amount of ingredients in a food).
-  Ask them to look at the first ingredient and complete question 1. Write the different words for sugar on the board (sucrose, fructose, glucose, sugar, brown sugar, corn syrup, fruit juice concentrate, gelatin, honey, maple syrup, cane sugar, raw sugar, corn sweeteners, high-fructose corn syrup, malt, molasses). Note how many forms of sugar there are and point out that words that end in "ose" are always a form of sugar. Ask the students to complete questions 2, 3, and 4 and discuss the answers. Remind them that they need to be looking and reading the ingredients on the label to evaluate how healthy the food is. Ask the students if they know similar products like Frooty-Tooty Fruitsies? The answers are: Fruit by the Foot or other fruit snacks. They are more like candy than fruit. For additional practice on identifying sugar forms in foods, ask the students to find the different names of sugar on the cereal boxes they brought in and predict if there is a lot of sugar in the food by the order of listed ingredients.

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Acknowledgments/Adapted From

How to Teach Nutrition to Kids by Connie Liakos
Evers, www.nutritionforkids.org;
California Children's 5-a-Day Power Play! Campaign/
School Idea & Resource Kit: 4th grade edition
and Denise Zimmer, RD